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Undergraduate Knowledge of Social Work

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UNDERGRADUATE KNOWLEDGE OF SOCIAL WORK

by

Harold James Merrill

A Thesis Submitted to the Faculty of the Graduate School
of Loyola University in Partial Fulfillment of
the Requirements for the Degree of
Master of Social Work

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INTRODUCTION

Social work is well on the way to attaining full professional status as once understood to be a generic term for the ministry, law, and medicine. The first five decades of the twentieth century are times in which marked progress has been made. In the words of Mary E. Richmond, "A new profession does not come up, like Jonah's gourd, in a night; it is a thing of painfully slow growth."¹ The six criteria of a true profession according to Dr. Abraham Flexner are:

(1) they involve essentially intellectual operations, accompanied by large individual responsibility; (2) they are learned in nature and their members are constantly resorting to the laboratory and seminar for a fresh supply of facts; (3) they are not merely academic and theoretical however, but are definitely practical in their aims; (4) they possess a technique capable of communication through a highly specialized educational discipline; (5) they are self-organized, with activities, duties, and responsibilities which completely engage their participants and develop group consciousness; and finally (6) they are likely to be more responsive to public interest than are unorganized and isolated individuals and they tend to become increasingly concerned with the achievement of social ends.²

An examination of social work sees social work as meeting or coming close to meeting all of these requirements for professional status as social work is concerned with the general welfare, has a self-consciousness, is practical in its aims, its subject material comes in part from science and learning, it involves

1 Esther Lucile Brown, Social Work As A Profession, 4th ed., New York, September, 1947, 180.

2 Ibid., 20.

initial and final responsibility, and is coordinating subject material and creating a literature. However, it is not to be assumed that all social workers are professional or near-professional. The term social worker "should be looked upon as an evolving concept that is yet too fluid for precise definition."³ There is an absence of criteria to identify a professional social worker in the sense "of assuring the public that a worker occupying a social work position classified as professional has undergone a regimen of education required to qualify him as a professional social worker."⁴

The definition of terms of the title of this thesis are: (1) the term undergraduate means freshman and senior students at De Paul and Loyola Universities, Chicago, Illinois, who are in attendance to obtain a Bachelor's Degree in the College of Liberal Arts; (2) the term knowledge is viewed as not being opinion nor probable consent but that mental representation must conform with reality, and it may be described as the mental consciousness of a fact and refers in main to the section in the questionnaire on the identification of social work problems;⁵ and (3) the term social work "may be described as a professional service rendered to people for the purpose of assisting them as in-

³ Ernest V. Hollis and Alice L. Taylor, Social Work Education In The United States, New York, 1951, 54.

⁴ Ibid., 56.

⁵ William A. Kelly, Ph. D., Educational Psychology, 3rd ed., Milwaukee, 1945, 256.

dividuals or in groups to attain satisfactory relationships and standards of life in accordance with their particular wishes and capacities and in harmony with those of the community."⁶

The purpose of the thesis is to evaluate the knowledge of social work of undergraduates who are the potential community leaders and social workers of tomorrow. The undergraduate's knowledge of social work is today an unknown quantity of thought. Therefore, the primary aim of the thesis is to determine what knowledge of social work the undergraduate student possesses. Secondly, an acute problem facing the field of social work today is an inadequate number of trained social workers, the demand exceeds the supply. In choosing a profession the student, after evaluating his own personal qualities, should know the aims of the profession, the educational requirements of the profession, the income the members of the profession receive, and measure his own personal qualities against those the profession requires. Heretofore, little knowledge was available as to the number of undergraduates desiring to choose social work as a profession and the knowledge students have of the requirements leading to training for social work. A knowledge of social work is seen as a part of the cultural heritage of all Liberal Arts students as well as those students who are prospective social workers. The gaps in the undergraduate's knowledge of social work must be known in order to develop recruitment for social work. The gaps can be filled in part by the subjects taught in the curriculum of an under-

⁶ American Association of Social Workers, Social Work Year Book 1947, Ninth Issue, 1947, ed. Russell H. Kurtz, New York, 513.

graduate university. The thesis aims to make known any existing gaps and to serve as a basis for developing recruitment of social workers. A report will be furnished to the participating universities to help in any curriculum planning which seems indicated.

The scope of the thesis is limited to freshman and senior male students in the College of Liberal Arts of a Catholic university in order to complete the study within time limits. The selection of freshman and senior male students rather than sophomore or junior male students or other combinations thereof was made because the freshmen and seniors are members of classes who are beginning college studies or completing college studies and thus reflect both ends of the college group.

The source of the thesis are the freshman and senior male students of the North Shore and Lewis Tower Campuses of Loyola University, Chicago, Illinois, and the Uptown Campus of De Paul University, Chicago, Illinois. A total of 523 students responded, 360 freshmen and 163 seniors, to the questionnaire.

The method of gathering the data is questionnaire. Current social work literature was reviewed to construct the questionnaire in accordance with the purpose of the thesis. A control group at Lewis Towers Campus, Loyola University served to test a preliminary questionnaire which is the basis for the revised questionnaire used in collecting data for the thesis. An investigation using the same questionnaire is being undertaken concurrently at Rosary, Mundelein and St. Francis Xavier Colleges by another student, Miss Laura Dinon, in partial fulfillment of requirements for obtaining a Master of Social Work Degree

The cooperation of the Deans of Liberal Arts of all the above named colleges was enlisted by means of a letter sent to each Dean explaining the nature of the questionnaire. The Deans cooperated in distribution of the questionnaire by means best suited to their individual colleges. The questionnaire consists of seven sections, sources of knowledge of social work, choice of social work as a profession in comparison to choice of another profession, the pre-professional and professional educational requirements for social work, salary of a social worker, knowledge of social work problems and settings, and traits, ranked in the order of their importance, that a social worker should possess. The ranking of choice of professions and the ranking of traits a social worker should possess reflect "ego-attitudes". The term "ego-attitude" means "the attitudes toward things that we consider ours or that are ours, towards persons or groups to which we are personally related in some capacity and toward institutions to which we belong."⁷

7 Muzaffer Sherif, An Outline Of Social Psychology, New York, 1948, 251.

CHAPTER I

SOURCES OF KNOWLEDGE OF SOCIAL WORK

All knowledge comes to us through our senses and one of the three essentials of knowledge is that there is an object, a fact, a thing, or a principle which can be known by a subject.⁸ Social work can be known by a subject and, before inquiring into the knowledge the students who are the subjects of the thesis possess, it is necessary to know the sources of their knowledge. The amount of knowledge the students possess of social work will reflect the validity of the sources. In particular, the classroom should be a valid source for obtaining information and concepts that are important in understanding professional social work. Classes, "should provide a maximum of opportunity, compatible with sound scholarship, for each student to develop and express his ideas, feelings, predilections, and prejudices about social welfare and social welfare work."⁹ The common media of communication are less valid sources as the particular interests of the communicators are apt to result in a distortion of objective information. The knowledge the students possess from the sources is seen as being indicative of the effectiveness of the sources at present and

8 Kelly, Ed. Psych., 256.

9 Hollis and Taylor, Soc. Work Ed. In The U.S., 209.

may suggest areas which can be more effectively utilized to reach the undergraduate student in developing his knowledge of social work. In Section I of the questionnaire the student is asked:

Do you know about social work from: (check as many as necessary)

- | | | |
|---|---------------|-----------------------|
| a. Volunteer work___ | e. Radio___ | f. Social worker who: |
| over 6 mos. ___ | Newspaper___ | is a relative___ |
| b. Paid work___ | Television___ | is a friend___ |
| c. Classes___ | Other___ | gave professional |
| d. Visiting a social agency___ | | services to you or |
| g. Don't know anything about social work___ | | your family___ |

The seven alphabetical headings of Section I of the questionnaire are divided in the tables into thirteen separate sources for purposes of clarity. A percentage of the total number of the sources indicated rather than a percentage of the students is used since the emphasis is on the sources from which students learn of social work rather than on the percentage of students who learn of social work from a specific source.

Table I presents the 890 choices of the 360 freshman students.

Table II presents the 507 choices of the 163 senior students.

TABLE I

FRESHMAN SOURCES OF KNOWLEDGE ABOUT SOCIAL WORK

Sources	Number of choices	% of total choices
Total	890	100.00
Newspaper	199	22.36
Radio	171	19.21
Television	134	15.06
Classes	106	11.91
Know nothing about social work	66	7.40
Other	63	7.08
Social worker, friend	47	5.28
Social worker, relative	24	2.70
Visiting a social agency	23	2.58
Paid work	23	2.58
Volunteer work	20	2.25
Volunteer work over 6 mos.	8	.89
Professional services given	6	.67

TABLE II

SENIOR SOURCES OF KNOWLEDGE ABOUT SOCIAL WORK

Sources	Number of choices	% of total choices
Total	507	100.00
Newspaper	103	20.32
Classes	102	20.12
Radio	79	15.58
Television	62	12.23
Social worker, friend	56	11.01
Visiting a social agency	22	4.34
Other	21	4.14
Know nothing about social work	15	2.96
Social worker, relative	15	2.96
Professional services given	10	1.97
Paid work	9	1.78
Volunteer work	9	1.78
Volunteer work over 6 mos.	4	.79

The newspaper as a source of knowledge ranks first in both the freshman and senior group, 22.36% of the total number of choices of the freshman group and 20.32% of the total number of choices of the senior group. Radio ranks second in the freshman group, 19.21%, and third in the senior group, 15.58%. Television ranks third in the freshman group, 15.06%, and fourth in the senior group, 12.23%. In the freshman and senior groups newspaper, radio, and television account for a total of 56.63% and 48.13% of the total number of choices respectively. These three sources are common media of mass communication and indicate the tremendous potential of these modes of communication, particularly that of television which is a comparatively new mode of communication. A difficulty is that objective data may be distorted by the particular interests of the communicators and may lead to prejudices being formed. The source "other" includes knowledge from pamphlets, books, lectures, and movies. It ranks as the sixth choice of the freshman group, 7.08%, and as the seventh choice of the senior group, 4.14%. This indicates the freshman group includes more diverse sources of knowledge of social work than the senior group.

Classes as a source of knowledge rank fourth in the freshman group, 11.91%, and second in the senior group, 20.12%. Thus, the senior students have received more knowledge of social work from classes than the freshman group. The percentages of students knowing about social work from classes are 29.44% of the freshman students and 62.59% of the senior students, indicating the senior students have received instruction in social work in their sophomore, junior, and senior years.

"Know nothing about social work" ranks fifth in the freshman group, 7.40%, and eighth in the senior group, 2.96%. There is a relatively high percentage of the total number of students, 15.49%, who know nothing of social work. Instruction in social work in classes may account in part for fewer seniors than freshmen having no knowledge of social work. There were some students who checked this source and another source; the writer disregarded the "know nothing about social work" source on these papers. However, this indicates some students regard their source or sources as being inadequate.

"Social worker who is a friend" ranks seventh in the freshman group, 5.28%, and fifth in the senior group, 11.01%. "Social worker who is a relative" ranks eighth in the freshman group, 2.70%, and ninth in the senior group, 2.96%. "Social worker who gave professional services to you or your family" ranks thirteenth in the freshman group, .067%, and tenth in the senior group, 1.97%. A significant difference is that the seniors have more friends in social work than the freshmen. The seniors are likely to know more college graduates than the freshmen, implying that college graduates are going into social work. Either few of the families of college students or college students receive social work services or the students are reluctant to admit this.

"Visiting a social agency" ranks ninth in the freshman group, 2.58%, and sixth in the senior group, 4.34%. The low percentages indicate that this source could be utilized more frequently at high school and college levels as it is a valid source of information.

Paid work ranks tenth in the freshman group, 2.58%, and eleventh in the senior group, 1.78%. Volunteer work ranks eleventh in the freshman group, 2.25%, and twelfth in the senior group, 1.78%. "Volunteer work over six months ranks twelfth in the freshman group, 0.89%, and thirteenth in the senior group, 0.79%. The percentages indicate a trend toward the freshmen having more volunteer, longer volunteer, and more paid work experiences than the seniors. The agencies most likely to offer volunteer or paid work experience to college students are summer camps, community centers, and recreational work.

Many of the students chose more than one source of knowledge which indicates the student has an opportunity to compare, to weigh, and to evaluate the information he receives on social work. In addition possession of knowledge of social work from more than one source may be an index into the degree of interest students have in social work. An interest in social work will stimulate students to learn more about social work as people tend to find out about things in which they have an interest.

Table III presents the number of sources of knowledge of the freshman and senior students.

TABLE III
NUMBER OF SOURCES OF KNOWLEDGE OF THE STUDENTS

Number of sources	% of freshmen	% of seniors
Total	100.00	100.00
0 ^a	18.33	9.20
1	16.94	15.95
2	18.61	13.50
3	20.83	19.02
4	16.11	19.63
5	7.78	15.95
6	.83	4.29
7	.56	1.84
8	.00	.61

a Know nothing about social work

The mean number of sources per freshman student is 2.47 sources and for the senior student, 3.11 sources. The senior student on the average learns of social work from more sources than the freshman student. A significant difference is that 9.2% of the senior students compared to 18.33% of the freshman students know nothing of social work. This indicates that students learn of social work while in college but not necessarily through classes. Other differences are 18.61% of the freshman students and 13.50% of the senior students chose two sources; 7.78% of the freshman students and 15.95% of the senior students chose five sources. The higher mean of the seniors reflects the higher percentage of seniors choosing five sources. The most common five sources of the senior students' knowledge are newspaper, classes, radio, television, and a friend doing social work. The five most common sources of the freshman stu-

dents' knowledge are newspaper, radio, television, classes and "know nothing about social work". The seniors have more friends in social work than the freshmen and less freshmen than seniors know of social work.

There are variations in the sources of knowledge between the freshman and senior year of college, and between the freshman and senior year of college the students' number of sources of knowledge of social work increases. In the sophomore, junior, and senior years, the student receives instruction in social work in classes. The percentage of students having no knowledge of social work shows a decrease in the senior group. Knowledge from mass media of communication is the most common source of knowledge for both groups. The senior group has more friends who are social workers, however the freshman group tends to have more work experience. A source inadequately utilized in acquainting students with social work is a visit to a social agency. Chapter II is concerned with the application of the knowledge obtained from the above sources to general information about social work which should be available to the college student in planning an undergraduate course of studies.

CHAPTER II

GENERAL KNOWLEDGE OF SOCIAL WORK

Chapter II deals with general information about social work; graduate education for social work, subjects and professions related to social work, and the salary and opinion as to the adequacy of salary which social workers receive. In the undergraduate college there should be "first, a level of understanding and acceptance that may be expected of all students; second, an enrichment and extension during the period of undergraduate concentration which assure concepts being incorporated into the emotional and philosophical behavior of the prospective social welfare worker; third, an assurance that there is much more to learn about a comprehensive concept in the graduate professional school and in social work practice."¹⁰ In addition, "the students should have or should secure a reasonable command of the four primary tools of the social sciences, namely the relevant aspects of mathematics, the essentials of statistics and graphics, logic as an instrument of inquiry, and the elements of practical semantics."¹¹ The questions of Chapter II deal with the level of understanding and acceptance that may be expected of all students.

¹⁰ Hollis and Taylor, Soc. Work Ed. In The U.S., 192.

¹¹ Ibid., 208.

In Section 3 in which the student is asked whether or not he thinks a social worker needs an education beyond a bachelor's degree, the student is queried on education for social work. Formerly, social work training was apprentice training in a social agency but since 1898 there has been a development of social work training within the university framework. Schools of social work have developed a pattern of social work education that has become graduate in level and professional in character. "Two-thirds of social workers are college graduates and about half report some graduate work in 1950."¹² The National Council on Social Work Education has a membership of fifty-three colleges and universities offering graduate training in social work and also includes colleges and universities having undergraduate departments of social work. In seven of the fifty-three schools offering graduate training advanced work is offered beyond the master's degree in administration, research, supervision, and teaching. The undergraduate schools offer programs in specialities such as child welfare, but no method has been developed for accrediting such programs.¹³

The recognition of need for graduate training in preparation for the practice of social work is shown in the current activity of The Temporary Inter-

¹² Maxine G. Stewart, "The Economic Status Of Social Workers, 1950", Social Work Journal, Albany, XXII, April, 1951, 56.

¹³ American Association of Social Workers, Social Work Year Book 1951, Eleventh Issue, 1951, ed. Margaret B. Hodges, New York.

Association Council of Social Work Membership Organizations which recently submitted a "Plan For A Single New Organization Of Social Workers"¹⁴ for approval of the members of the six professional organizations belonging to it. The plan which is expected to be approved next year calls for a "blanketing-in" provision for members of present organizations who do not have full professional training if they apply for membership within one year of the establishment of the organization. Thereafter, the only basis for admission of new members is completion of full professional education in an accredited school of social work. "The membership requirement of the new organization will be consistent with the minimum standards that it may advocate for licensing, for civil service appointments, or for basic requirements for practice."¹⁵

Table IV presents the responses of the students as to whether or not a social worker needs an education beyond a bachelor's degree.

14 Plan For A Single New Organization Of Social Workers, Prepared by the Temporary Inter-Association Council of Social Work Membership Organizations, December, 1952.

15 Ibid., 3.

TABLE IV

RESPONSES CONCERNING GRADUATE EDUCATION FOR SOCIAL WORK

Graduate Education Required	Total	Freshmen	Seniors
Total	523	560	163
Yes	177	105	72
No	192	138	54
Don't know	151	114	37
No answer	3	3	0

More seniors see graduate training as necessary for social workers than the freshmen, with 44.17% or 72 of the seniors answering "yes" and 29.17% or 105 of the freshmen answering "yes" to the question. The percentage of seniors, 22.70% or 37 seniors, compared to the percentage of freshmen, 31.67% or 114 freshmen, answering "don't know" may be a significant factor in the difference of opinion between the seniors and freshmen on the necessity of graduate training. The percentage of seniors answering "no graduate training is necessary" is 35.13% or 54 seniors, compared to 38.33% or 138 of the freshmen answering likewise. Thus, neither a majority of seniors nor freshmen answer "yes" to the necessity of graduate training. The results indicate a definite lack of knowledge particularly among the freshmen of the education required for a social worker. The large percentage, 22.70% or 37 of the seniors and 31.67% or 114 of the freshmen answering "don't know", indicates a need for information on social work to be made available to college students to assist them in preparing for a vocation and having an informed opinion. The large percentages of

55.15% or 54 of the seniors and 38.33% or 138 of the freshmen answering "no education is necessary" indicate these students may feel social workers can learn to be professional people by an apprenticeship training rather than graduate training in a school of social work, or the students participating in the study may be unaware of existing schools of social work.

In Section 4 the student is asked:

Which of the following do you think a social worker should be acquainted with? (check as many as necessary)

Psychiatry__ Law__ Education__ Religion__ Home Economics__
 Anthropology__ Ethics__ Sociology__ Medicine__ Psychology__
 Politics__ Economics__

All twelve choices are related professions or subjects with which a professional social worker should be acquainted. The subjects of economics, political science, psychology and sociology (including social anthropology) are the pre-professional subjects most closely related to the social work curriculum as recommended in 1937 by the Curriculum Committee of the American Association of Schools of Social Work.¹⁶ One source of knowledge for the practice of social work is the science of human relations which is in part based on the humanities. "The humanities include ethics, logic, philosophy, and religion."¹⁷ Other major headings of the science of human relations are language and communication, the natural sciences and the social sciences. Social work is identifiable from

¹⁶ Brown, Soc. Work As A Profession, 54.

¹⁷ Jane M. Hoey, "Social Work: Its Base, Skills, And Relation To Other Fields," Social Casework, XXXI, 1950, 400.

other professions but nevertheless borrows from other professions. These professions include law, medicine, psychiatry, and education: medicine to diagnose and to increase knowledge of the emotional component of illness; psychiatry to understand the nature of conflicts and tensions in maladjustments both in social living and interpersonal relationships; law to contribute to the knowledge of basic rights, privileges, and responsibilities of individuals; education for knowledge on how to impart information and create growth experiences. Home Economics contributes "in establishing standards that describe the goods and services essential to living and in applying current prices to these standards."¹⁸ It is to be noted that social work contributes to other professions the knowledge and skill of social work.

The basic content of the curriculum of the School of Social Work of Loyola University, Chicago, Illinois, includes courses in Social Work and Law, Psychiatric Information, Medical Information and Community Organization, which well illustrate the inter-relatedness of the above-named professions of law, medicine, psychiatry, and education.

Table V is a summary of the responses of the 360 freshmen students on subjects and professions related to social work, nine checking all the choices. The mean is 6.49 choices.

Table VI is a summary of the responses of the 163 senior students on subjects and professions related to social work, ten checking all the choices. The mean is 7.18 choices.

¹⁸ Ibid. , 407.

TABLE V

RESPONSES ON SUBJECTS AND PROFESSIONS RELATED TO SOCIAL WORK
FRESHMAN STUDENTS

Subjects	Number of responses	% of students
Total	2355	
Sociology	326	90.56
Psychology	307	85.28
Religion	288	80.00
Education	258	71.67
Psychiatry	206	57.22
Ethics	206	57.22
Economics	198	55.00
Home Economics	196	54.44
Medicine	94	26.11
Politics	94	26.06
Law	92	25.56
Anthropology	70	19.44

TABLE VI

RESPONSES ON SUBJECTS AND PROFESSIONS RELATED TO SOCIAL WORK
SENIOR STUDENTS

Subjects	Number of responses	% of students
Total	1171	
Sociology	153	93.87
Religion	141	86.50
Ethics	134	82.17
Psychology	129	79.14
Education	115	70.55
Politics	95	58.28
Psychiatry	91	55.83
Economics	84	51.53
Home Economics	74	45.40
Law	66	40.49
Medicine	49	30.06
Anthropology	40	24.54

The pre-professional subjects said to be most closely related to the social work curriculum are frequently chosen by both freshmen and seniors. Sociology is chosen first by both freshmen and seniors, 90.56% and 93.87% of the students respectively. On the questionnaire (see Appendix) the student is asked to check whether he is a sociology major or minor. So few students indicated that they were majoring or minoring in sociology that the writer did not use this item of the questionnaire. The item was originally included on the questionnaire as it is hypothesized that it is not generally understood that there is clear distinction between sociology and social work. The high percentage of students choosing sociology may bear out this hypothesis. Psychology is viewed as being closely related to the social work curriculum, with 85.28% of the freshmen and 79.14% of the seniors choosing psychology. It is the second choice of the freshmen and the fourth choice of the seniors. Economics is chosen by 55% of the freshmen and 51.53% of the seniors. It is the seventh choice of the freshmen and the ninth choice of the seniors. Politics (political science) is chosen by 26.06% of the freshmen and 58.28% of the seniors, indicating most freshmen do not view this subject as necessary knowledge for a social worker. It is the eleventh choice of the freshmen and ninth choice of the seniors. Anthropology (social anthropology) is the twelfth or last choice of both freshmen and senior students, with 19.44% and 24.54% respectively choosing this. Thus, sociology and psychology are viewed by approximately four-fifths or more of both freshmen and seniors as subjects with which a social worker should be acquainted. Economics is chosen by over one-half of

both freshmen and seniors and more than twice as many seniors than freshmen made a choice of politics. Anthropology is chosen by a low percentage of both freshmen and seniors which may indicate the students view anthropology as part of sociology or see no relation of anthropology to social work. Anthropology, including studies of culture and the cultural background of the client, is important to the social worker as being part of the client's environment.

Religion is chosen by 80% of the freshmen and 86.50% of the seniors. It is the third choice of the freshmen and second choice of the seniors. Ethics is chosen by 57.22% of the freshmen and 82.17% of the seniors. It is the sixth choice of the freshmen and third choice of the seniors. Thus, approximately four-fifths of both freshmen and seniors view religion as a subject a social worker should be acquainted with, and the seniors view a knowledge of ethics as more important than do the freshmen. The seniors have had one or two courses in ethics as ethics is usually taught in the junior and senior years of college. However, the high percentage of both freshmen and seniors choosing ethics and religion indicate the student is well aware of the moral responsibility of the social worker.

The next division is that of the professions of psychiatry, medicine, education, and law. Psychiatry is chosen by 57.22% of the freshmen and 55.83% of the seniors. It is the fifth choice of the freshmen and the seventh choice of the seniors. Education is chosen by 71.67% of the freshmen and 70.55% of the seniors. It is the fourth choice of the freshmen and the fifth choice of the seniors. Medicine is chosen by 26.11% of the freshmen and 30.06% of the

seniors. It is the ninth choice of the freshmen and the eleventh choice of the seniors. Law is chosen by 25.56% of the freshmen and 40.49% of the seniors. It is the eleventh choice of the freshmen and the tenth choice of the seniors. Thus, in the professions of medicine and law the percentages indicate a difference in thinking, particularly in law, where a much higher percentage of seniors than freshmen see law as a subject with which a social worker should be acquainted.

Home Economics is chosen by 54.44% of the freshmen and 45.40% of the seniors. It is the eighth choice of the freshmen and the ninth choice of the seniors. Thus, more freshmen than seniors think a social worker should be acquainted with home economics. A social worker should have some knowledge of home economics as in budgeting, although some agencies hire home economists to set up budgetary standards.

Less than 50% of the freshmen think a social worker should be acquainted with law, medicine, anthropology, and politics. Less than 50% of the seniors think a social worker should be acquainted with law, medicine, anthropology, and home economics. In other words, a majority of the freshmen and seniors do not view two of the professions, those of law and medicine, as a necessary source of knowledge for social workers, indicating a lack of knowledge of the content of the curriculum of the schools of social work which is the source of professional training for social workers. The freshmen and seniors see the humanities and the pre-professional subjects as more necessary for a social worker to be acquainted with than the professions. The average number of choices per student reveals the senior making more choices than the

freshman, 7.18 and 6.49 respectively, which is a difference of less than one choice, but indicates the seniors have slightly more knowledge of subjects and professions related to social work than the freshmen. *end*

In Section 5 the student is asked:

Which of the following salary ranges do you think the average social worker receives monthly?

\$200-\$250 \$250-\$300 \$300-\$400 over \$400

Do you think this is an adequate salary? yes no don't know

A report on a Survey of Salaries and Working Conditions In Social Work reveals that in 1950 the nation was spending about two-and-a-half billion dollars for social work programs excluding social insurance and related programs. There were an estimated 75,000 social workers employed and, in 1950, these employees received an average annual salary of \$2,960. The recent issues of Social Casework list personnel vacancies in which annual salaries are well over \$5,000 for trained social workers. In the above survey "a social worker was defined for purpose of inclusion in the survey as any full-time worker in a social work position, whether professionally trained or not, and whether publicly or privately employed."¹⁹ About 50,000 persons responded to the survey which covered over 660 counties and included all cities of over 250,000 population. Women in social work earned an average salary of \$2,800 and men, \$3,450 in 1950. The highest-paid social workers were those employed by the Federal Government. Social workers receive supplemental benefits as two-to-four-weeks paid vacation after a year's service in most agencies and two or more weeks of sick leave.

¹⁹ Stewart, "The Economic Status of Social Workers, 1950", Social Work Journal, XXII, 53.

"Plans for retirement, paid for at least in part by the employer, are available to over 70% of the social workers in the country."²⁰ Many social workers in comments made on that questionnaire were of the opinion that social workers are poorly paid.

Table VII is a summary of the responses of the students to the salary a social worker receives.

TABLE VII
SALARY A SOCIAL WORKER RECEIVES

Salary	% of 360 fresh- men students	% of 163 senior students
Total	100.00	100.00
\$200-\$250	44.44	38.04
\$250-\$300	39.72	44.17
\$300-\$400	12.33	15.95
Over \$400	1.11	0.81
No answer	2.22	1.23

Table VIII is a summary of the responses of the students to the adequacy of the salary a social worker receives.

TABLE VIII

OPINIONS ON ADEQUACY OF SALARY OF SOCIAL WORKERS^a

Salary	Adequate		Inadequate		Don't know	
	% of freshmen	% of seniors	% of freshmen	% of seniors	% of freshmen	% of seniors
\$200-\$250	4.38	3.06	72.50	79.03	23.13	12.81
\$250-\$300	13.99	9.72	45.45	72.22	40.56	18.06
\$300-\$400	33.33	42.31	26.67	30.77	40.00	26.92

^a The number of students saying a social worker earns over \$400 monthly is too small to warrant % of their opinions on adequacy of salary.

The freshmen view the salaries of social workers as being less than do the seniors, with 44.44% of the freshmen and 38.04% of the seniors thinking a social worker receives a monthly salary of \$200-\$250. The freshmen and seniors both agree this is an inadequate salary with 72.50% and 79.03% respectively giving such indication. 23.13% of the freshmen and 12.81% of the seniors say they do not know whether or not this is an adequate salary, and 4.38% of the freshmen and 3.06% of the seniors say this is an adequate salary. Thus, approximately three-fourths of the students view \$200-\$250 a month as an inadequate salary and this is a low monthly salary in 1953. This is the mode for the freshmen "percentage of students", indicating they see a social worker as lower salaried than do the seniors.

The percentage of freshmen and seniors thinking a social worker receives a monthly salary range of \$250-\$300, which is the approximate national average salary of a social worker, are 39.72% and 44.17% respectively. The

\$250-\$300 salary range is regarded as inadequate by 45.45% of the freshmen and 72.22% of the seniors. However, 40.56% of the freshmen compared to 18.06% of the seniors say they do not know if this is an adequate salary. 13.99% of the freshmen and 9.72% of the seniors say this is an adequate salary. Thus, more seniors than freshmen regard the present salary as inadequate and a greater percentage of freshmen than seniors say they do not know whether or not this is an adequate salary. The \$250-\$300 salary range is the mode for the senior "percentage of students", indicating they are more aware of present salary ranges than the freshmen.

The percentage of freshmen and seniors thinking a social worker receives a monthly salary of \$300-\$400 are 12.33% and 15.95% respectively, 33.33% of the freshmen and 42.13% of the seniors thinking this is an adequate salary. 26.67% of the freshmen and 30.77% of the seniors say this is an inadequate salary. 40% of the freshmen and 26.92% of the seniors say they do not know whether or not this is an adequate salary. Thus, again, more freshmen than seniors do not know if this is an adequate salary. However, more seniors than freshmen think this is an adequate salary. A comparatively low percentage of students think this is the present salary range.

Only 1.11% of the freshmen and .61% of the seniors, or four freshmen and one senior, say a social worker earns over \$400 monthly. The number of students thinking social workers receive over \$400 a month was too small to warrant percentages of the adequacy of the salary and again indicates the students are fairly well informed of social work salaries with the seniors being more aware than the freshmen.

In Chapter II we see that the seniors have more general knowledge of social work than the freshmen. More seniors than freshmen recognize the need of graduate training for social work and the seniors made more choices of subjects a social worker should be acquainted with than the freshmen. The high percentages of both groups choosing sociology as a subject a social worker should be acquainted with suggests that the students confuse sociology and social work. They may think the two terms are interchangeable. The low percentages of students choosing law and medicine as subjects a social worker should be acquainted with reveals the students do not understand the interrelatedness of professions and the content of the curriculum of schools of social work. The seniors are more aware of present social work salaries than the freshmen and more seniors than freshmen are of the opinion the present salaries are inadequate.

Chapter III is a presentation of ten problems the students were asked to identify as social work or non-social work problems. The social work problems are social casework problems. Social casework is not coextensive with social work but is a method of social work which is recognizable by its aims of social betterment and its method of differential treatment.²¹ The identification of the problems is the application of the knowledge obtained from the sources in Chapter I to the settings or functions of social casework.

²¹ Gordon Hamilton, Theory And Practice Of Social Case Work, New York, 1940, 312.

CHAPTER III

KNOWLEDGE OF SOCIAL WORK PROBLEMS

Chapter III is the identification of social work and non-social work problems. A knowledge of the kinds of problems a profession deals with is essential in learning the nature and aims of a profession. A student who is able to correctly identify the problems is seen as possessing a knowledge of the areas of competence of social casework. A lack of knowledge of social casework problems would be indicative that the students "have little conception of what casework is or has to offer."²² It is extremely important that the services social agencies are equipped to render are known if the needs of the community are to be met and the knowledge of prospective social workers is to be implemented.

In Section 6 the student is asked to identify those of the ten problems he sees as social work problems. Seven of the ten problems are from social work settings and three of the ten problems are non-social work problems. The social work problems are typical of a family service agency, a child guidance clinic, the American Red Cross, a Traveler's Aid Society, a child placement agency, medical social work, and a medical-social problem. The non-social work problems are a medical problem, an occupational therapy problem, and a

22 Hollis and Taylor, Soc. Work Ed. In The U.S., 146.

Visiting Nurse Association problem. The Visiting Nurse Association is a supplementary service to medicine. The social work problems are problems representative of their settings and are selected as such from current social work literature. "Social casework is practiced in: both governmental and voluntary family and children's agencies; social service departments of hospitals and clinics, mental hospitals; social work departments of schools; probation departments of courts; such national voluntary agencies as the American National Red Cross and National Traveler's Aid Association; and such public agencies as the Army, the Veteran's Administration, and the widespread public assistance programs throughout the country."²³ Social group work, community organization for social welfare, social work research, and administration of social agencies fall within the scope of social work. Social casework is the major discipline within social work and consequently is developed to a more mature level than have the other social work methods.²⁴

Table IX is a summary of the total correct responses the students made to the ten problems. The seniors had a total of 2,002 correct responses and the freshmen a total of 886 correct responses.

23 Social Work Year Book 1951, Eleventh Issue, 492.

24 Ibid., 164.

TABLE IX
CORRECT IDENTIFICATION OF SOCIAL WORK PROBLEMS

Total correct responses	% of freshmen students	% of senior students
Total	100.00	100.00
9	1.94	0.61
8	7.78	6.13
7	16.94	15.95
6	24.72	21.47
5	25.83	32.52
4	13.61	16.56
3	7.78	6.13
2	1.11	0.61
1	0.28	0.00

a Six freshmen and four seniors checked all ten problems as social work problems which means they receive a total score of seven correct answers.

The mean of the total correct answers per freshman is 5.56 correct answers. The mean of the total correct answers per senior is 5.44 correct answers. The percentage difference is too insignificant to say on the average a freshman's knowledge of social work problems is greater than that of a senior. The interpretation of the mean is that as groups freshmen and seniors are approximately equally aware of social work problems. It is interesting that no freshman or senior was able to correctly identify all ten problems; neither did a freshman nor senior incorrectly answer all ten problems. The greatest difference of percentages lies in the number of freshmen and seniors answering a total of five problems correctly, though this is the mode for both freshmen and seniors, with 25.83% of the freshmen and 32.52% of the seniors answering five of the ten problems correctly. In all totals above five correct answers

the freshmen have a greater percentage total than the seniors.

The problems and the interpretation of the problems are:

Problem I, "Mrs. B. has no reason to be unhappy. She has a wonderful husband, a home, and a new baby. However, she has that "cooped up" feeling. She also feels she is a complete failure as wife and mother." This is a family service agency problem. "Family social work is a form of social casework focusing on family life and family relationships."²⁵ The family caseworker's emphasis is on helping people with problems which affect the unity and stability of the entire family. "Although wide variation exists in the nature and seriousness of such problems, the family social worker recognizes that personal and family difficulties are rooted usually in a combination of factors - social, economic, physical, and emotional."²⁶ There are both governmental and private family agencies, the private being both nonsectarian and sectarian. The Family Service Association of America is the standard-setting agency in its field. A current development in family casework is the use of fees for persons seeking its help who are able to pay for professional services. The most common range of fees is from \$.50 to \$3.00. Mrs. B. is a mother who is having an unsatisfactory family relationship, an emotional problem, and is in no apparent financial difficulties. The family unity is threatened by her personal or emotional difficulties. Problem I is correctly answered by 22.22% of the freshmen and

25 Ibid., 193.

26 Ibid., 193.

21.47% of the seniors. Thus, approximately four-fifths of both freshmen and seniors do not recognize this as a social work problem. The financial stability of the family and the emotional nature of the problem may be reasons that only a small percentage of the students see this as a social work problem. The percentage of students answering this problem correctly is less than that of any of the other problems.

Problem II. "Jack is a young man with a severe physical condition who upon being admitted to the hospital presents the following behavior: starts fights, insults young doctors, throws his food on the floor, and refuses to do the exercises recommended to improve his condition." This is a medical-social work problem. "Medical social work is social work practiced in medical and health agencies to facilitate the patient's use of the service."²⁷ The medical-social worker "functions in a team relationship with the physician and with others contributing to the care of the patient, using her basic social work knowledge and her professional skill in the casework relationship to ascertain those facts about the patient's social situation and adjustment that may be pertinent to the physician's understanding and treatment of the condition, and offering those services that may assist a given patient and his family to understand, accept, and use the medical recommendations."²⁸ In Problem II a young man who is hospitalized needs help in understanding, accepting, and using medical recommendations. Problem II is correctly answered by 45.56% of

27 Ibid., 215.

28 Ibid., 315.

the freshmen students and 41.10% of the seniors. Thus, more than one-half of both freshmen and seniors do not recognize Problem II as a social work problem indicating that knowledge that social workers function in other than general social agencies in the above problem under the leadership of a physician is not understood by a majority of the students.

Problem III is a non-social work problem. "Mary and Pete have been dating each other a long time and want to marry. There is a history of epilepsy in Pete's family and they want to know some of the implications which this holds for their marriage plans." Problem III is understood to be primarily a medical problem. It is a function of a physician to inform the couple of the implications a family history of epilepsy will have upon their marriage plans. Problem III is correctly answered as a non-social work problem by 66.39% of the freshmen and 72.39% of the seniors. The function of the physician in the above problem is understood by more than a majority of both freshmen and seniors or more than a majority of the students know this to be a non-social work problem.

Problem IV. "Susan, 5-1/2, the only child of a divorced refugee mother has strong fears of being separated from her mother, has temper tantrums, has food fads, and is afraid to go out on the street alone." This is a child guidance clinic problem. Childhood disorders are many times the cause of mental illness in adults. Child guidance clinics were established in an endeavor to minimize mental illnesses of later years. Child guidance clinics appreciate the importance of intrafamilial relationships and treat the parent as well as

the child to prevent recurrence of illness in the child.²⁹ A psychiatrist, psychologist, and a social worker are usually members of a clinical team in a child guidance clinic. In a child guidance clinic the social worker functions as a specialist. Susan's food fads, temper tantrums, and fears are symptoms of a childhood disorder. Problem IV is correctly answered by 60.28% of the freshmen and 49.08% of the seniors. Thus, the freshmen are more aware of this being a social work problem than the seniors. The seniors may regard this as a problem for a psychiatrist or a psychologist as less than a majority of the seniors recognize this as a social work problem which is handled in a specialized setting in collaboration with psychiatrists and psychologists.

Problem V. "Mr. L. enlisted in the service and has been stationed in Germany for eleven months. He hasn't heard from his wife for over a month and is worried about her. There had been previous marital difficulties and Mr. L. fears his wife is seeking a divorce." This is typical of a Red Cross Problem. "The Red Cross conducts the following activities: (1) Services to members of the armed forces and veterans and to their dependents,...(2) relief services..., (3) health and educational services..., and (4) international cooperation with the Red Cross Societies of all nations...."³⁰ Mr. L. is a member of the armed forces and needs guidance on a family problem. He has not heard from his wife for over a month and fears she is seeking a divorce. Problem V is correctly answered by 73.06% of the freshmen and 76.69% of the seniors indicating that

29 Ibid., 323.

30 Ibid., 589.

approximately three-fourths of both freshmen and seniors recognize this as a social work problem. The publicity given the Red Cross in its financial campaign, help to victims of disasters and blood donor campaigns may serve to help the students identify this problem as a social work problem.

Problem VI. "Paul is a paraplegic who has few outside interests and doctors decide he should take up leather craft to occupy his time." This is a non-social work problem. It is recommended Paul take up leather craft and it is the function of an occupational therapist to carry out this recommendation. Problem VI is correctly answered by 35.85% of the freshmen and 39.26% of the seniors indicating that approximately two-thirds of both freshmen and seniors think this is a social work problem. Either the students are unfamiliar with the function of the occupational therapist or else see a very concrete service, leather craft, as being a function of the social worker.

Problem VII. "Mr. D. is in a strange city enroute to his home town where he is a successful businessman. He has lost his wallet and is unable to continue his trip." This is a Traveler's Aid Society problem. Traveler's Aid Societies are local agencies of a national social agency wherein

the social worker quickly establishes with the traveler a relationship conducive to the solution of a problem in a time-limited situation.

Travelers become the concern of social agencies when, as a result of encountering a difficulty en route or of arriving in a strange community without knowledge of the city or without friends, funds, or resources, they require assistance in order to make their own way.³¹

31 Ibid., 333.

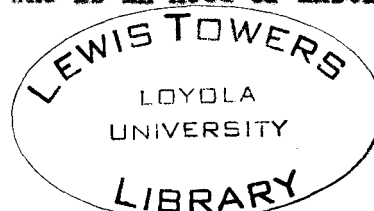
Mr. D. is in a strange city and having lost his wallet needs funds to continue his trip. The problem of assisting him falls within the function of this agency. Problem VII is answered correctly by 35.83% of the freshmen and 29.45% of the seniors indicating an unawareness of the function of this agency by approximately three-fourths of the students. Undoubtedly, many students felt he could telegraph or phone for money. However, the agency has placards in most railroad stations which in general interpret the function of the agency.

Problem VIII. "Mrs. A. has three minor children. Her husband has a chronic illness and loss of limb due to diabetes." This is a complex medical social problem of chronic illness. It is assumed that Mr. A. is receiving home care although he could possibly be receiving hospital or nursing home care. The family may need the help of a social agency in helping Mr. A. to find sheltered employment or very possibly for financial assistance and there are also other case work services which could be offered to this family. The family, if seeking financial assistance, would most likely make application, or be referred by another social agency, to the Aid-To-Dependent-Children program which is a public welfare program. The family, if it meets the eligibility requirements of the agency, would be given financial aid. Problem VIII is correctly answered by 86.39% of the freshmen students and 86.50% of the senior students, indicating they are well aware of this being a social work problem, with more than four-fifths of the students seeing this as a social work problem. The several concrete services suggested, such as that of financial assistance and assistance in obtaining an artificial limb, may be indices to the high recognition of this social work problem.

Problem IX. "Mrs. L. has returned from the hospital with her new-born baby. Mrs. L. has never had experience caring for an infant and is unsure of herself in this area." This is a non-social work problem. This is a problem for a public health nurse or the Visiting Nurse Association which are related to, but not part of, the field of social work. Problem IX is correctly identified as being a non-social work problem by 33.89% of the freshmen and 29.26% of the seniors, approximately two-thirds of the students thinking this a social work problem. Thus, again a more concrete service, as help in infant care, is seen as a social work problem, when it is not a social work problem but a related problem. A new-born baby suggests home visits which may be an index to the large number of students thinking this is a social work problem, although social workers visit less frequently in the home than formerly.

Problem X. "Mrs. S., a widow, has two children, 5 and 7. She becomes seriously ill with TB and must be confined to an institution for a period of six months to a year." This is a social work problem which comes to the attention of child placing agencies. Child placement is a child welfare service. Child welfare services aim primarily at protecting and supplementing the capacity of the family to rear the child, but in cases such as this, the secondary aim of child welfare is to supplement the child's family to insure the wholesome growth and development of the child.³² This is done through institution or foster family care, the age of the children being one of the determining factors in the type of placement which is deemed best. Mrs. S., who is in need of institu-

32 Ibid., 33.



tional care, has two young children for whom placement plans need to be made if no other plans such as with relatives can be made. Problem X is correctly identified as a social work problem by 87.78% of the freshmen and 87.78% of the seniors, the highest percentages of both groups for correctly identifying a problem, which suggests that students are well aware of the social work program of foster home care or that social workers function in a children's institution and that services to children are an important division of social work. Problem X is a concrete service offered by a social agency in a social agency setting.

In summary, the freshmen and seniors identification of the problems is approximately equal. The students see social casework as being practiced in a traditional social agency setting. The students view financial problems and other concrete services as the services which are provided by social agencies. In other words, the students are not to a large extent aware of casework services to people with emotional problems and to people who are financially able to pay for services rendered by a social agency. The specialized settings in which a social worker functions are not recognized to a large extent by the students, in particular the students lack knowledge of the team approach of psychiatrist, psychologist, and social worker in a setting such as a child guidance clinic. The high percentage of students thinking the Visiting Nurse Association problem is a social work problem strongly suggests that the social worker is seen as functioning as a visitor rather than as conducting office interviews. The recognition of the Red Cross as a social agency indicates the value of interpreting to the public the services social agencies have to offer.

Chapter IV deals with the attitude of the students towards the traits they think a professional social worker should possess and the choice of social work as a profession in comparison to a choice of another profession and motivation for choice of profession. The questions serve as an index to the interest of students in choosing social work as a profession.

CHAPTER IV

ATTITUDES TOWARD SOCIAL WORK

Chapter IV deals with attitudes toward social work. In order to develop recruitment for social work, it is helpful to know the number of students desiring to enter the profession of social work, whether or not students change choices of professions, and the motivations for beginning a pre-professional course of study. A knowledge of the motivation for entering a profession is important in knowing in what areas social work lacks in status to the student who is making a choice of profession. A knowledge of order of choice of professions is also valuable in preparing a pre-professional curriculum for all students. In addition, it is important to know what traits students think social workers should possess as the student desiring to choose social work as a profession needs to measure his own personal qualities against those he feels the profession requires. An indirect measure of the student's concept of a professional person is the traits the student thinks a professional person should possess.

Part I of Section 2 deals with choice of profession.

Given your choice of entering the following professions, in what order would you make your choice? (number)

 Dentistry Nursing Psychology Social Work Medicine
 Teaching Law

The writer made no tabulation of choices of nursing as the writer sees nursing as a profession not within the interests of the male subjects of the

questionnaire and the responses of the male subjects bore this out. The use of the same questionnaire for female students made the inclusion of nursing imperative. The importance of Part I of the question is that there is a shortage of trained social workers, one reason being "the rapid and enormous expansion of the governmental social services since onset of the great depression of the 1930's."³³ Another reason is that the leading professional associations of the country have set high standards of education and experience for social work positions. A lack of trained workers may lead to the necessity of hiring untrained people with the consequent dangers to the professional standards of the profession. The need for professionally trained workers is great if social work is to take its place of leadership in the world. "The shortage of trained personnel has been a pressing problem in the field for many years. The present personnel situation is far from satisfactory, in spite of the various efforts over the past decade to increase training facilities, to improve selection procedures, to provide fellowships, and to recruit both men and women to the field. Reports from various schools of social work show a reduction in both enrollment and applications."³⁴ Another factor is seen from the United States Census report 1950 of Chicago, which shows a 61,064 or 14% decrease of youths between the ages of 18-24 from the 1940 U.S. Census report for Chicago.

³³ Social Work Year Book 1951, 161.

³⁴ "Editorial Notes, Recruitment For Social Work", Social Casework, Feb. 1953, 78.

Table X is a summary of the choice of social work as a profession. No tabulation was made of three freshmen and one senior who incorrectly marked the questionnaire. (See Appendix for all seven professions.)

TABLE X
CHOICE OF SOCIAL WORK AS A PROFESSION

Order of choice	% of freshman students	% of senior students
Total	100.00	100.00
First choice	3.92	7.35
Second choice	7.28	9.88
Third choice	13.73	17.28
Fourth choice	15.97	13.58
Fifth choice	10.90	13.58
Sixth choice	18.49	12.35
Seventh choice	13.47	5.56
No choice	16.24	20.37

Forty-seven freshmen and twenty-eight seniors made a selection of only one choice of profession on the questionnaire accounting in part for the high number of choices not made. Table X reveals that only 3.92% of the freshmen and 7.35% of the seniors chose social work as their first choice. The largest percentage for the freshmen making a choice of social work is 18.49% or sixth choice and the largest percentage for the seniors making a choice of social work is 17.28% or third choice. Thus, more seniors than freshmen are interested in choosing social work as a profession. The tabulation for all of the professions (see Appendix) reveals that the student in most cases chose the professional or pre-professional course he is pursuing in college.

The percentages for the first choice of the professions for the freshmen are; medicine 31.93%, teaching 22.69%, law 22.69%, psychology 11.76%, dentistry 7.56%, and social work 3.92%. The percentages of the first choice of the professions for the seniors are; teaching 37.56%, law 20.99%, medicine 20.37%, psychology 9.26%, social work 7.35%, and dentistry 2.47%. An examination of the percentages reveals that only in education and social work does the percentage increase from the freshmen to the senior year. In other words, the traditional professions of medicine, law, and dentistry show a percentage decrease by the senior year. Psychology also shows a percentage decrease. Thus, between the freshmen and senior year students are more apt to have made the choice of social work as a profession. This may indicate the necessity of recruitment efforts at a pre-college level so as to enable the pre-college student who is tentatively considering social work as a profession to choose a course of studies meeting the entrance requirements of a school of social work. It may indicate that the student advisers of the sophomore and junior years of college can aid in recruitment for social work by being able to advise the student who wishes to change his choice of professions on the nature of social work and the opportunities available in social work. It may also indicate the desirability for faculty members of schools of social work to direct recruitment efforts to the sophomore and junior as well as the graduating senior college classes. However, it is not only the task of educators, "the task of recruiting persons with suitable qualifications is the responsibility of the whole pro-

profession and should be given high priority by all social work institutions and organizations."³⁵

Part II of Section 2 is:

In the above, was your choice determined because of:
 prestige__ salary__ service to people__ none__

Some students made a combination of choices and some students wrote "interest" in the space to check "none". The question is an attempt to learn the motivation for entering a profession.

Table XI is a summary of the responses of the 360 freshmen and the 163 seniors.

TABLE XI

MOTIVATION FOR ENTERING A PROFESSION

Motivation	% of freshmen	% of seniors
Total	100.00	100.00
Service	42.50	41.72
None	33.72	22.09
Prestige	7.22	14.72
Salary	6.11	2.45
Salary, service	3.61	4.29
Prestige, salary, service	3.06	4.29
Prestige, salary	2.22	3.07
Prestige, service	1.67	7.36

³⁵ Ibid., 78.

"Service" is chosen by approximately two-fifths of both freshmen and seniors. This is well for social work for the motive of social work is Christian Charity. It is of interest that few seniors chose "salary" as the determinant which may reflect the high percentage of seniors choosing education as a profession as the salaries are low in both education and social work, but teaching positions are available upon graduation from college and graduate education available in the summer months between school years. "Prestige", a very real determinant in the competitive society in which we live, is a determinant for more seniors than freshmen, 14.72% and 7.22% respectively. 33.72% of the freshmen and 22.09% of the seniors replying "none" indicate that the freshmen are not as rigid in their determinants as the seniors which correlates with the earlier finding of changes of choice of profession between the freshman and senior year. The students choosing two determinants chose "salary and service" more frequently than any other combination, indicating that an increase in the average salary of social workers would be a stimulus for recruitment. A combination of "prestige, salary and service" was the next choice, indicating that "prestige" is of importance in attracting students to choose a profession. The number of students making a combination of choices indicates that "salary", "prestige", or "service" are not by themselves or per se determinants for entering a profession. An implication to the low rank of social work in the choices of a profession is that both groups view "prestige" as more important than "salary". A preceding chapter shows students are aware of low salaries in social work; therefore, the students may feel social work lacks in prestige or the students

seem to choose a service profession meeting their individual interests, followed by prestige and salary.

Section 7 of the questionnaire asks:

Rank in the order of importance which of the following traits you think a social worker should possess:

 Sense of moral responsibility Good judgment Sensitivity
 Personality Independent wealth Superior intelligence
 Sense of humor Good appearance

The bulletins of the Schools of Social Work of Loyola University, the University of Tennessee, the Richmond Professional Institute of William and Mary College, the University of South Carolina, and Saint Louis University, are representative of the admission requirements to schools of social work and all require the applicant to possess a bachelor's degree and, in general, to possess personal qualifications which are suitable for entrance into a profession. The bulletins list these personal qualifications as mental and emotional maturity, sound moral principles, scholarship, maturity of judgment, and interest and warmth in people. The bulletin of the University of South Carolina states the applicant must have "an ability to help people without at the same time needing to control, a capacity to think independently, and yet learn from others, and have a reasonable degree of health."³⁶ The main emphasis in selecting applicants is on mental and emotional maturity, sound moral principles and scholarship or academic record. However, the addition of a phrase such as suitable personal qualifications is vague and can be interpreted in many ways. Section 7 is to see how students regard the importance of seven common suitable qualifications

³⁶ Bulletin of the University of South Carolina for 1953-1954.

or traits for social workers. The eighth trait, "independent wealth", is not considered as a necessary qualification and is to see if the students consider social workers as volunteers or as wealthy reformers. Forty-three freshmen and eighteen seniors checked instead of numbered the traits and the questionnaires of these students for this section were not tabulated (see Appendix for tables).

The order of choice of the traits by the freshmen is "moral responsibility", "good judgment", "personality", "sensitivity", "sense of humor", "good appearance", "superior intelligence", and "independent wealth". The order of choice of the traits by the seniors is "moral responsibility", "good judgment", "personality", "sensitivity", "sense of humor", "superior intelligence", "good appearance", and "independent wealth". A "sense of moral responsibility" and "good judgment" overwhelmingly are seen as necessary traits for a social worker to possess and are in an inverse proportion for first and second choices. The students' low rank of "superior intelligence" may mean that the students view the average college student who achieves academically and has intellectual curiosity possesses the intellectual endowments necessary to enter a profession. The sixth choice of the seniors is "superior intelligence" compared to "superior intelligence" as the seventh choice of the freshmen, and the seniors rank "superior intelligence" above "good appearance". "Independent wealth" ranks eighth for both freshmen and seniors, indicating they do not have this impression of a social worker, namely that of a volunteer or philanthropist.

The first four choices of both freshmen and seniors, "sense of moral responsibility", "good judgment", "personality", and "sensitivity", indicate the

students see a social worker as possessing traits which imply mental and emotional maturity. The writer understands maturity to mean the individual is adapted, free of hate, has the ability to love, is interested in others, and has a realistic approach to life.

In summary, a low percentage of students chose social work as their first choice of profession. Since students sometimes make a change in choice of profession between the freshman and senior year, in the freshman, sophomore, and junior years of college the student needs help in choosing a profession. The high percentage of students choosing a profession on the basis of service and interest, or other determinants not in the questionnaire, indicate that more students can be recruited for social work if the students are motivated in these years to enter social work and have a knowledge of the professional nature of social work which is of prestige value. The choices of traits a social worker should possess reveal that the students see a social worker as requiring the maturity of the professional person. The large gap in the motivation of the student in choosing a profession is that the student does not view social work as having a position of leadership or prestige in the world of today.

CHAPTER V

CONCLUSIONS

Social work, which meets the criteria of a profession, is not widely recognized as a profession by the freshman and senior students in answering the questionnaire. The gaps in the undergraduate's knowledge of social work seem to be gaps which can be identified and it is the responsibility of the profession of social work to engage in this task. The writer concludes that social work and social workers need to plan a program of effective public relations within and without the university framework.

The gaps in the knowledge of students are apparent in that 15.49% of the total number of freshman and senior liberal arts students have no knowledge of social work, and in addition, some students regard their sources of knowledge as inadequate. Although the percentages reveal that more seniors than freshmen learn of social work in classes, the body of the thesis does not reveal any significant differences in the knowledge of social work possessed by the freshman and seniors, although the seniors have more general knowledge of social work than the freshmen. The results of the study also indicate students are identifying social work and sociology since there is evidence of lack of knowledge of social work. The gaps are mainly in terms of degree of understanding. The sources of knowledge are inadequate in that the most frequently chosen sources of knowledge are the mass media of communication which are not

as valid sources for knowledge of social work as classes, work experience, and visiting a social agency. The sources of knowledge are inadequate at present as the students need to be made more aware of the necessity of graduate education for professional social work positions and the students do not in full understand the relatedness of professions. The lack of recognition of the interrelatedness of professions accounts in part for only a small number of students being able to identify problems as social work problems when the social work service is offered in a specialized setting in collaboration with other professional persons. The enumerated gaps are gaps which result in social work being placed in an inferior position to other professions. The term, "prestige", is described as, "Prestige is a phase of superiority-inferiority."⁵⁷ The body of the thesis reveals that a determinant for choosing a profession is the prestige of the profession and is more important to the students than the salary range of the profession. A major implication to recruitment is that the sources of knowledge need to impart that social work is a profession comparable to the other service professions. The students' choice of traits a social worker should possess indicate an awareness of the responsibility a social worker has to the client and the community and may indicate an inkling of knowledge that trained social workers are professional persons in the full sense of the term.

⁵⁷ E. T. Miller, Social Relations And Structures, New York, 1947, 110.

The implications of the study for recruitment are that the success of recruitment will in part depend upon the filling of the enumerated gaps of knowledge. Social work must be recognized as a profession before an adequate number of students will choose a graduate program of training in social work. A primary consideration for social work is that a thorough job analysis is needed in the profession to see if there are semi-professional social work positions which can be prepared for by high school graduates who did not plan to attain a four-year college education.

There is a growing tendency in the United States for high school graduates who for one reason or another do not intend to complete four or more years of college work to attend one of several kinds of postsecondary schools to prepare further for a career that requires not only specialized skills and technical knowledge, but also more general education than is commonly acquired in high school. These programs prepare personnel for the skilled trades or for the technical and partly professional positions usually designated as semiprofessional, sub-professional, or quasi professional. Dentistry, engineering, and medicine are among the professions that have developed well-recognized semiprofessional technician occupations for which one can prepare in one, two, or three years of postsecondary school study. Many lay and professional leaders in the field of social work are of the opinion that the establishment of semiprofessional social work positions, comparable to those in the health professions, constitutes one of the urgent personnel needs of the field. Most of those closely associated with this report also believe that both economy and more effective use of professional talent would follow such a development, but it seems important to emphasize the need for evidence to substantiate or refute the supposition.³⁸

The writer suggests that consideration be given to including a Survey of Social Work course in the curriculum of the undergraduate schools participating in the study. The writer also suggests distinguishing between the fields

³⁸ Hollis and Taylor, Soc. Work Ed. In The U.S., 166-167.

of sociology and social work in an introductory sociology course. There is a need for close cooperation between the undergraduate college and the graduate school of social work.

The crucial importance of closer cooperation between the undergraduate college and the profession of social work in developing the undergraduate foundation program is made evident by the fact that the profession simply cannot provide a suitable regimen of preparation in two graduate years that are based on a largely unspecified program of the course offerings of accredited arts and science colleges. Moreover, the graduate professional school is now being forced by such an admissions policy to offer in these two overcrowded graduate years considerable curriculum content that in a well-articulated program would be offered in the freshman and sophomore years as general education or in the junior and senior years as beginning the foundation of professional education. The importance of closer cooperation is also illustrated by the fact that an estimated one-fourth of the persons now occupying social work positions classified as professional have not graduated from college and therefore are not eligible to enroll in a graduate professional school of social work. If approved concentrations in the upper two years of the undergraduate college were recognized as an integral part of professional social work education, larger numbers of undergraduates would be recruited to the profession. Also, more of the young people who enter the social welfare field with only a bachelor's degree would give better service to the agency, would be more responsive to growth through supervision, and, if they remain in the field, would be more apt to continue formal professional study. There is widespread and substantial evidence to show that eight hundred or more colleges might use this new occupational outlet for their students, and there are equally compelling reasons for believing that the rank and file of social workers would welcome such a development. What is needed is vigorous, informed, and tenacious professional leadership.³⁹

The writer believes the study shows that high school students should have some knowledge of social work. Social agencies can arrange visits of high school students to their agencies and interpret social work at general assemblies as special speakers. Also, the candidate social studies teacher who pos-

39 Ibid., 396-397.

sesses an inadequate knowledge of social work cannot impart adequate knowledge of social work or opportunities in social work to the high school students he will teach. The male high school graduate who attends college has not as a freshman in many instances made a lasting choice of profession and needs guidance in making a choice of studies within his capacities. The student who changes his choice of profession needs guidance in selecting a new program of studies. The student in the social studies department of an university needs faculty guidance in pursuing his course of studies. In order for the student to get the full benefit of guidance, the faculty counselor needs a knowledge of social work and opportunities in the field. The filling of the above need seems to lie within the province of the faculty of a school of social work which is a part of the university having a school of social work or closely affiliated with an university not having a school of social work.

The writer concludes that recruitment and dissemination of social work information is the responsibility of the entire profession of social work. Social work information should be made available to high school students, prospective high school teachers of the social studies, college faculty counselors and sociology professors and college students. The information can be best made available to college students by curriculum revisions in the Liberal Arts Colleges. Then, the recruitment efforts of the entire profession particularly of the schools of social work may meet with reasonable success.

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APPENDIX I

QUESTIONNAIRE

Freshman____ Senior____ Sociology: Major____ Minor____

Section I

Do you know about social work from: (check as many as necessary)

- a. Volunteer work____ e. Radio____ f. Social worker who:
over 6 mos.____ Newspaper____ is a relative____
b. Paid work____ Television____ is a friend____
c. Classes____ Other____ gave professional____
d. Visiting a social agency____ services to you or____
g. Don't know anything about social work____ your family____

Section II - Part I

Given your choice of entering the following professions, in what order would you make your choice? (number)

____ Dentistry ____ Nursing ____ Psychology ____ Social Work ____ Medicine
____ Teaching ____ Law

Part II

In the above, was your choice determined because of:

prestige____ salary____ service to people____ none____

Section III

Do you think a social worker needs an education beyond a bachelor's degree? yes____ no____ don't know____

Section IV

Which of the following do you think a social worker should be acquainted with? (check as many as necessary)

Psychiatry____ Law____ Education____ Religion____ Home Economics____
Anthropology____ Ethics____ Sociology____ Medicine____ Psychology____
Politics____ Economics____

Section V

Which of the following salary ranges do you think the average social worker receives monthly?

\$200-\$250____ \$250-\$300____ \$300-\$400____ over \$400____

Do you think this is an adequate salary? yes____ no____ don't know____

Section VI

Which of the following are social work problems?

Mrs. B. has no reason to be unhappy. She has a wonderful husband, a home, and a new baby. However, she has that "cooped up" feeling. She also feels she is a complete failure as wife and mother.

Jack is a young man with a severe physical condition who upon being admitted to the hospital presents the following behavior: starts fights, insults young doctors, throws his food on the floor, and refuses to do the exercises recommended to improve his condition.

Mary and Pete have been dating each other a long time and want to marry. There is a history of epilepsy in Pete's family and they want to know some of the implications which this holds for their marriage plans.

Susan, 5½, the only child of a divorced refugee mother has strong fears of being separated from her mother, has temper tantrums, has food fads, and is afraid to go out on the street alone.

Mr. L. enlisted in the service and has been stationed in Germany for eleven months. He hasn't heard from his wife for over a month and is worried about her. There had been previous marital difficulties and Mr. L. fears his wife is seeking a divorce.

Paul is a paraplegic who has few outside interests and doctors decide he should take up leather craft to occupy his time.

Mr. D. is in a strange city enroute to his home town where he is a successful businessman. He has lost his wallet and is unable to continue his trip.

Mrs. A. has three minor children. Her husband has a chronic illness and loss of a limb due to diabetes.

Mrs. L. has returned from the hospital with her new born baby. Mrs. L. has never had experience caring for an infant and is unsure of herself in this area.

Mrs. S., a widow, has two children, 5 and 7. She becomes seriously ill with TB and must be confined to an institution for a period of six months to a year.

Section VII

Rank in the order of importance which of the following traits you think a social worker should possess:

Sense of moral responsibility Good judgment Sensitivity
Personality Independent wealth Superior Intelligence
Sense of humor Good appearance

APPENDIX II

RANK OF CHOICE OF PROFESSIONS 357 FRESHMEN

Profession	Total	1st	2nd	3rd	4th	5th	6th	7th	None
Total	2,142	357	286	287	264	245	230	142	331
Medicine	557	112	45	41	46	42	15	11	45
Teaching	357	81	77	43	37	29	26	12	52
Law	357	81	36	48	49	28	33	24	58
Psychology	357	42	58	62	52	38	32	18	55
Dentistry	357	27	44	44	23	69	58	29	63
Social Work	357	14	49	49	57	39	66	48	58

a Three questionnaires incorrectly marked.

APPENDIX III

RANK OF CHOICE OF PROFESSION 162^a SENIORS

Profession	Total	1st	2nd	3rd	4th	5th	6th	7th	None
Total	972	159	153	125	110	114	89	44	198
Teaching	162	61	33	22	12	11	6	0	17
Law	162	34	24	16	21	11	10	11	35
Medicine	162	33	15	14	21	29	12	4	34
Psychology	162	15	25	35	20	18	8	5	86
Social Work	162	12	16	28	22	22	20	9	33
Dentistry	162	4	20	10	14	23	33	15	45

a One questionnaire incorrectly marked.

APPENDIX IV

RANK OF TRAITS OF A SOCIAL WORKER 317^a FRESHMEN

Trait	Total	1st	2nd	3rd	4th	5th	6th	7th	8th	None
Total	2,536	317	314	317	317	310	305	300	298	68
Moral responsibility	317	200	67	27	11	8	0	1	0	3
Good judgment	317	58	139	67	37	12	4	0	0	0
Personality	317	32	50	108	58	49	10	4	1	5
Sensitivity	317	7	21	40	62	37	53	44	40	13
Sense of humor	317	2	14	20	30	81	71	32	11	8
Good appearance	317	6	6	19	38	72	92	61	19	4
Superior intelligence	317	11	17	33	27	43	50	84	38	14
Independent wealth	317	1	0	3	6	8	25	74	179	21

a Forty-three questionnaires incorrectly marked.

APPENDIX V

RANK OF TRAITS OF A SOCIAL WORKER 145^a SENIORS

Trait	Total	1st	2nd	3rd	4th	5th	6th	7th	8th	None
Total	1,160	145	145	144	145	145	139	135	129	33
Moral responsibility	145	84	39	13	4	4	0	0	0	1
Good judgment	145	36	78	21	3	6	0	1	0	0
Personality	145	13	15	54	44	13	4	2	0	0
Sensitivity	145	6	5	24	19	19	24	17	23	8
Sense of humor	145	2	3	14	32	45	28	16	4	1
Superior intelligence	145	1	3	13	19	25	30	31	14	9
Good appearance	145	1	2	4	22	32	42	35	5	2
Independent wealth	145	2	0	1	2	1	11	33	83	12

a Eighteen questionnaires incorrectly marked.